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ABSTRACT

Population and language dominance data were gathered on Samoans from New Zealand to the West Coast of the United States, in order to assist educational programs in coordinating the development of classroom and teacher training materials and programs for Samoan students. It is hoped that by pinpointing locations where Samoans are most likely to be found in concentrations and by providing some Samoan population and language dominance totals, two objectives will be met: school districts and programs aimed at serving Samoans will be better able to initiate contacts for sharing ideas and materials, thus avoiding unnecessary duplication of efforts; and a more sophisticated approach will be taken by educational planners and materials disseminators towards meeting the educational needs of Samoan students across the Pacific. The geographical areas included are American Samoa, Western Samoa, New Zealand, Oregon, Washington, California, and Hawaii. In each area the totals may seem relatively small, but combined they represent a large population. In the discussion of data special problems and considerations are raised regarding the educational implications of the data. Appendices describe some educational programs aimed at serving Samoan students and a data collection effort implemented by Hawaii. (Author/JB)

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ABSTRACT
(under 250 words)

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Spring 1979

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A Pan-Pacific Samoan Population/Language Dominance Survey

The objective of this study is to gather sufficient population and language dominance data on Samoans from New Zealand to the West Coast of the United States to assist various educational programs in coordinating/sharing in the development of classroom and teacher training/orientation materials and programs for Samoan students. This study does not pretend to represent a statistically accurate census/language survey, although accuracy is aimed at in so far as a secondary and mixed data base allows. It is hoped that by pinpointing locations where Samoans are most likely to be found in concentrations and by providing some Samoan population/language dominance totals:

1. School districts and programs aimed at serving Samoans will be better able to initiate contacts for sharing ideas and materials, avoiding unnecessary duplication of efforts; and

2. A stronger focus and a more sophisticated approach will be made by educational planners and materials disseminators towards meeting the educational needs of Samoan students across the Pacific, recognizing that, while in each country the totals may seem relatively small, combined they represent a much larger potential educational service area/population.

The geographical areas included in this survey are: American Samoa, Western Samoa, New Zealand, and four Western States of the United States.

In the discussion of data special problems and considerations are raised regarding the educational implications of the data and the limitations. In addition to population data there are also appendices listing some educational programs aimed at serving Samoan students and a data collection effort as legislated and implemented by one State.

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Introduction

The objective of this study is to gather sufficient population and language dominance data on Samoans from New Zealand to the West Coast of the United States to assist various educational programs in coordinating/sharing in the development of classroom and teacher training/orientation materials and programs for Samoan students. This study does not pretend to represent a completely statistically accurate census/language dominance survey, although accuracy was aimed at in so far as secondary and a mixed data base allowed. Some of the limitations of the data include the following:

a. Data are out-dated and not all based on the same year.

b. Different criteria/difinitions were used by the various institutions/organizations collecting and summarizing the data.

c. Both language dominance and ethnic census data were not available from the various areas of Samoan concentration nor from comparable age groups, therefore in some cases rough adjustments and projections were made.

d. This study, due to time and financial constraints,does not represent a primary data collection effort, but rather a summary and analysis of other summaries collected by this researcher over a 4-month period (mid-January to mid-May, 1979). There are a number of gaps in this study that need to be filled in with further research.

It is hoped that by pinpointing locations where Samoans are most likely to be found in concentrations and by providing some Samoan population/language dominance totals:

a. School districts and programs aimed at serving Samoans will be better able to initiate contacts for sharing ideas and materials, avoiding unnecessary duplication of efforts; and

b. A stronger focus and a more sophisticated approach will be made by educational planners and materials disseminators towards meeting the educational needs of Samoan students across the Pacific, recognizing that, while in each country the totals may seem relatively small, combined they represent a much larger potential educational service area/population.

The geographical areas included in this survey are American Samoa, Western Samoa, New Zealand, and the Western States of the United States of California, Oregon, Washington, and Hawaii. It is recognized that this does not cover possible smaller concentrations in Australia and on other islands in the Pacific.

Below is a summary of the types of data included in this study by geographical area:

Table I

Summary of Data Characteristics by Geographical Areas

Geographical Area	General Population Totals	School-Age Totals	Language Dominance Totals
American Samoa	x	x	x
Western Samoa	x	partial	projection only
New Zealand	x	projections only	---
Western States of the United States	x	partial & projections	partial & projections

In the discussion of data from the various areas, special problems and considerations are raised regarding the educational implications of the data and the limitations.

In addition to population data there are also appendices listing some educational programs aimed at serving Samoan students and a data collection effort as legislated and implemented by one state.

Table II is a summary of general census data by geographical area, showing a total of around 333,559 Samoans pan-Pacific in the 1974-76 time period.

Table II
Summary of Samoan Census Data by Geographical Area

Geographical Area	General Population Totals	Year of Data	Source of Data
American Samoa	30,600	1977-78?	World Almanac 1979
Western Samoa	151,983	1976	Gov't of W. Samoa
New Zealand	27,876	1976	P.I.E.R.C New Zealand
Western States of the United States	123,100	1977	Office of Samoan Affairs
TOTAL	533,559		

If a natural increase rate of 3.02%* (as reported for Western Samoa) were applied to the above totals

American Samoa	30,600 x 3.02% x 1 yr. =	31,524
Western Samoa	151,983 x 3.02 x 3 yrs.=	165,753
New Zealand	27,876 x 3.02% x 3 yrs.=	30,402
Western States of the U.S.	123,100 x 3.02% x 2 yrs.=	130,536
Projected Total for 1979		358,215

this would bring a projected, updated Samoan census for 1979 of around 358,215; however, it is probably somewhere slightly under this figure as the natural increase rate for Western Samoa probably is not valid for the U. S. and possibly not for New Zealand.

In the following section details of these totals, language dominance and school-age data and relevant educational implications and programs are discussed by geographical area.

*The World Almanac 1979; this is the only natural increase rate I could find for any Samoan group.

Data by Geographical Areas

A. American Samoa

General Background and Census Data:

American Samoa covers an area of 76 sq. mi. containing 6 islands: Tutuila (52 sq. mi.), Aunuu, Manua Islands of Tau (17 sq. mi.), Olosega and Ofu (5 sq. mi.), Rose, and Swain Island (2 sq. mi.) which is administered as part of American Samoa. The population is approximately 30,600[1] with about 36.68% (10,706) concentrated in the Pago Pago/Fatatogo area on Tutuila[2].

The United States annexed the islands in 1929; they were administered by the Navy Department until 1951 when the Department of the Interior took charge. Governors were appointed until recently when in January of 1978 the first popularly elected governor and lieutenant governor (Samoans) were installed.

School/Language Data:

The school-age/ language dominance data for American Samoa is inconsistent and incomplete, but it can probably be projected that the school-age population is approximately 10,000 with 10% defined as "English proficient" (based on high school data). This 10% "English proficient" is also generally used for the whole school-age population.[3]

Table III
American School-Age/Language Data

Schools/Grades(Levels	English Prof.		Samoan Dom.		Total	Source of Data
27 (1974-75) pre-s-12	24	5+%	5,638	95%	5,662	ESEA Title VII
28 (1975-76) pre-s-12					10,000	ESEA Title VII as reported by Development Assoc.
- (1976-77) high s.		10%		90%		DID,DOE,Am.Sam.
- (1977-78) high s.		10%		90%		DID,DOE,Am. Sam.
- (1978-79) high s.	230	10.4%	2,211	89.6%		DID,DOE,Am. Sam.

1. The World Almanac 1979. The actual date of this figure is not reported. A figure of 29,191 is reported for 1974 by the P.I.E.R.C. in New Zealand. Thus 30,600 probably represents a minimum figure for American Samoa, not taking into consideration natural increase but also recognizing the possible leveling effect of migration.
2. Development Associates, 1977. This population distribution is also refelcted in the location of schools: 23 of the 28 elementary schools and 3 of the 4 high schools are on Tutuila.
3. Personal discussions with school personnel in American Samoa, December 1978.

Further time and research should clarify some of the above apparent discrepancies and fill in incomplete data. For example, the apparent suden increase from 5,662 to 10,000 in one year does not seem realistic nor could it be accomodated by the addition of only one school, given the size of schools in American Samoa. The 1974-75 figure of 5,662 may represent only the children intended for inclusion in the bilingual program, grades pre-school-12, but not the entire school population. The 10,000 figure of the following year seems like a possible figure: a breakdown of that figure shows that about 500 students graduate from high school each year. Projections for the 12th grade in 1979-80 by the Department of Education show 483 scheduled for the 12th grade which is similar to that reported earlier by the Development Associates report of 1977.

Also the 1974-75 proportion of 24:5,638 (English proficient: Samoan dominant) does not match the percentages stated in the proposal of approximately 5% "english proficient" to approximately 95% Samoan dominant. The increase of 5% to 10% "English proficient" does, however, seem likely considering the increased migration pattern to and from the Mainland United States. In grades 9-12 for 1979, out of 2,211, 230 have been identified as "English proficient."

While exact figures are not available, a great majority of children enter the first grade in Samoa dominant in Samoan, often with little of no knowledge of English. Governor Coleman observes in a 1978 GAO Report that

> "90 percent of American Samoa's students are born in a Samoan-speaking environment...Samoan is used within the family, in the church and its sponsored activities, in play and in all social activities...when entering elementary school, 90 percent of the children do not speak English

"English proficient" does not necessarily mean that English is the first language of the student. In the category of "English proficient" are palagis (Anglos, Europeans) as well as Samoans who have received some education in English on the Mainland United States or elsewhere, and any others who score between 57-75 on the CELT (Combined English Language Test for Speakers of English as a Second Language).*

* DID,DOE (Division of Instructional Development, Department of Education), personal communication, April 1979.

These totals, it is assumed, do not include student in the several private schools which generally put a very heavy stress on English. It should also be noted that among the "non-English proficient" might be a small number of other language groups, notably Korean as there has been a recent increased invovlement by Koreans in the commercial fishing industry of American Samoa.

Education/Language:

"Institutionalized education in American Samoa is rather young. The general educational goals, promulgated in 1935 are accepted as the beginning of institutionalized education in American Samoa."The goals were to "perpetuate the best of Samoan culture and at the same time provide the native community with those intellectual and social tools necessary to meet the changing social environment." In 1955 these were officially redefined to teach both Samoan and English in the elementary grades. In 1961 the critical shortage of teachers brought about the use of closed circuit television throughout the islands. In 1971 the televised approach was assessed and changed resulting in the role of televsion being redefined and massive inservice training was instituted to upgrade teacher skills (with assistance from the University of Hawaii for both general educational levels and English language skills).[1]

The only reference until recently regarding bilingual instruction was in a September 1, 1971 policy statement signed by the Director, Department of Education of American Samoa:

> Although English is the official language of instruction in schools in American Samoa, it is recognized that at times, learning may be facilitated by teachers and students communicating in Samoan.[2]

The Department of Education, following the lead of the Governor and the Fono (legislature) supports the approach that the primary medium of instruction, for most of the curriculum beyond the third grade, shall be English (except "occasionally when Samoan is needed to explain something that a student might not otherwise understand"). This places a great burden on the many teachers

1. Development Associates, 1977.
2. Ibid.

who are dominant in Samoan and lack confidence in English, and consequently causes variations in this policy. The community appears to support school instruction in English but as most students are Samoan dominant on entering the first grade, in the first three years the primary medium of instruction is Samoan in the content, cognitive development areas. ESL instruction is begun in the first grade with a gradual increase in the next two grades.

> There appears to be no one language curriculum being promoted throughout the school system, except that an English proficiency (separate groups in same room) is in effect for children whose dominant language is English (primarily palagis and some Samoan children who have lived on the Mainland prior to coming (or returning) to American Samoa; occasionally there are also children who are not proficient at all in English in such classes, too, if their parents insist on it.
>
> policy
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> * * * * * * * * * * * * *
>
> At least three English language arts programs seem to be in effect: 1) The Tate English Program...2)the HEP (Hawaiian English Program) adapted for American Samoa...3) Televised English program...Sesame Street and the Electric Company are apparently aired on the classroom TV's the last half hour of each(?) school day.
>
> * * * * * * * * * * * * *
>
> Well over 60 titles[2] are available for Samoan language arts, levels 1-2 and some are appropriate for the third level...Materials in Samoan are not available for the other content areas as far as we could determine...In content areas the texts and materials are in English; however, materials are frequently not used at grade level due to the lower English reading levels of the students.[3]

An ESEA Title VII project is being implemented on an experimental basis at the 7th and 8th grades. (An elementary level proposal was also developed; however, it was never finally approved and negotiated.)

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1. There are strong indications, however, that after a long period of experimentation . . a single English curriculum for those not in the English proficient groups, will be adopted using the Tate series supported by instructional television programming and at the upper levels supported by materials and readers prepared by the South Pacific Commission.
2. Unfortunately, like many Departments of Education, the DOE in American Samoa does not, apparently, have the mechanics for disseminating these materials outside of American Samoa on any regular basis.
3. Crandall and van Naerssen, December 1978.

> This program (the ESEA Title VII) appears to be primarily in the materials development stage at this time, but it does have several completed titles (on grammar and writing) primarily aimed at the teachers (for reference). Work is now beginning on student-oriented materials...and apparently there has been some orientation for teachers to these materials. Pastors[1] who are involved in teaching Samoan reading are invited to these workshops
>
> * * * * * * * * * * * * * * * * * *
>
> A proposal is now being developed in the DID (Division of Instructional Development) for adding to and better articulating the Samoan language arts curriculum and for closing the gap between levels 3 and 7.[2]

At the American Samoan Community College a federally funded Teacher Corps project is underway aimed at upgrading the teacher-training available in American Samoa. Two Samoan teacher trainers have just completed (Spring semester) an intensive study on the Mainland in language learning and acquisition with Teacher Corps.

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1. There is an active network of "pastor's schools" (several days/week after school). One of their activities is working with Samoan reading as it relates to the Bible. Some also encourage homework sessions for regular school work.

2. Crandall and Van Naerssen, December 1978.

B. Western Samoa

General Background and Census Data:

Western Samoa covers an area of 1,133 sq. mil (about the size of the State of Rhode Island) containing the two main islands of Savai'i (660 sq. mi.) and Upolu (430 sq. mi.) and two smaller islands of Manono and Apoluna.[1] The total population (according to the Government of Western Samoa's 1976 Census of Population and Housing) around 151,983.[2] In 1974 32,616 persons were estimated to be residing in the capital of Apia.[3] After having been administered by Germany, then Great Britain and finally New Zealand, Western Samoa declared its independence in 1962.

School/Language Data:

Specific school-age and language dominance data is not available to this researcher at this time; however, the following statistics on age distribution, citizenship and ethnicity may suggest indirectly a tendency. Also one could project the language proficiency percentage of American Samoa on the Western Samoan data. (Such a projection would probably be slightly high, but it will be used, nevertheless, until better data becomes available.)

Ethnicity[4]

Samoans (Polynesians)	88%
Euronesians (mixed Europeans and Polynesians)	10%
Other	2%

Citizenship[5]

Total population	151,983
Western Samoan citizens	150,089
Non-Western Samoan citizens	1,894
Non-Western Samoan citizens in Apia	1,292 (1.24%)

1. The World Almanac and Fact Book, 1979, p. 573.
2. The World Almanac reports a rounded figure of 150,000 according to a 1977 estimate and 1976 data from the Pacific Islanders Educational Resource Center(in New Zealand) summary for Pacific Island Polynesians shows 151,275. I have chosen to accept the Government of Western Samoa's 1976 data as the base in this study.
3. Op. cit. World Almanac
4. Ibid.
5. Government of Western Samoa, 1976 Census of Population and Housing. This does not represent a complete Samoa/palagi (Anglo, European) split as there is much intermarriage. A majority of the non-citizens probably hold New Zealand passports.

Age Distribution

1979 World Almanac		Government of Western Samoa	
Total pop. 1977	150,000	Total pop. 1976	151,983
0-14	51.3%	5-9	24,973
15-59	44.5%	10-14	23,627
60 +	4.1%	15-19	19,552
		20-24	22,049
		25-29	7,881

The ethinicty data comes closes to paralleling the "English proficiency" school-age attendance data from American Samoa. Applying the 10% "English proficiency" figure to the total population figure of 151,983, one could project 15,198 as possibly English proficient for the general population. (In the researcher's opinion this is probably slightly high.)

If the age distribution data from the Government of Western Samoa 1979 census is used

5-9	24,973
10-14	23,627
Total	48,600

(5,807 of these do not attend school)

this gives a school-age percentage of 32%. (This is close to the 33% in the American Samoan data.) However, this does not include pre-school age nor those in high school over 14 years old. If averages were taken to adjust for these, one arrives at a pre-school-12 projection of about 40% or 61,415.

5-9	24,973
10-14	23,627
4/15-16	12,815
Total	61,415

However, such a projection is a weak one to use for estimating a potential service population for educational materials and training programs due both to non-attendance and the statistical adjustment. But if such adjustments were applied to the 1976 Government of Western Samoa's data for those attending school (not just the age range)

5-9	20,470
10-14	22,323
4/15-16	8,308
Total	51,101

one projects a probable actual educational service population of 51,101 (about 10,000 short of the potential service population of 61,415).

If it is assumed that those attending school would be more likely to have studied English than those not attending; and if the American Samoan "English proficiency" percentage of 10% is applied to this projection (10% x 51,101), one might estimate 5,110 as possibly "English proficient" among the pre-school -12 school-age population (though, again, the researcher feels this might be slightly high). Also since little is known by this researcher about the educational programs in Western Samoa, it might not even be valid to include many pre-school age and many post-15 year old in this projection. However, until better data becomes available the figures 5,110 possibly "English proficient" and 45,991 Samoan dominant will be used in this study, recognizing the limitations of these figures and the problem previously discussed with the definition of "English proficient."

Education/Language:

Other than the fact that both Samoan and English are considered the two official languages of Western Samoa, little is known by this investigator about the educational programs in Western Samoa.

In traditional Western Samoan villages the pastor's school plays an important part in the socialization of Samoan children.

> It is the first setting in which a child is exposed to formal instruction. Young children are taught the alphabet and initial skills in reading and writing by the pastor and his assistants. (Ochs, 1979, p.1)

C. New Zealand

General Census Data:

Pacific Island Polynesians in 1976 represented 2.0% of the total population of New Zealand, or 62,354. Samoans specifically represented .9% of the total population, 27,876, or 45.43% of the Pacific Island Polynesians. They represented the highest number of Pacific Island Polynesians, followed by Cook Island Maoris, Niueans, Tokelauans, and 'other Pacific Island Polynesians' (including Tongans). The North Island has the highest concentration of Samoans, 91.35% (or 25,464), with 67.55% (or 17,200) of these in the greater Auckland area.[1]

The demographic statistics on Table IV were provided by the Pacific Islanders' Educational Resource Centre in Auckland and are based on government census data. These data have been selected and rearranged by this investigator from the Centre's larger summary of all Pacific Island Polynesian data and additional percentages computed to focus on the Samoan statistics for this study.

School/Language Data:

No language dominance nor school-age data was available to the investigator at the time of this study. According to the Centre in Auckland detailed studies of the Samoan population are now underway, but it will be awhile before selected data will be available for public information. In the meantime one could project a possible school-age (pre-school-12)[2] for Samoans in New Zealand by using the population percentages from American Samoa. The 10,000 figure for the school-age in American Samoa is 33% of the total population of 30,600. Applied to Samoan statistics in New Zealand (33% of 27,876) this would project around 9,199 for the pre-school-12 population. Of course, this can only be used as a tentative working figure until real data can be collected and reported.

1. Pacific Islanders' Educational Resource Centre (P.I.E.R.C.), 1978, based on 1976 statistics and compiled by C.H. Beaumont. The P.I.E.R.C. address is: 272 Jervois Road, Auckland 2, New Zealand, P.O. Box 46 056; Telephones 760-132 or 762-000.
2. Pre-school age in the United States usually includes 3 and/or 4 year olds; 12th usually includes at least age 16 and sometimes 17 and/or 18 year olds.

TABLE IV

REGIONAL SPREAD OF PACIFIC ISLAND POLYNESIAN/ SAMOANS*

Location	Total Pop.	Total P.I.Poly.	% of Total	Samoan	% of Total P. I. Poly.
North Island					
Auckland (greater)	797,406	38,833	4.8	17,200	44,29
Wellington	597,612	12,441	2.1	6,816	54.79
South Auckland (Waikato)- Bay of Plenty	472,083	4,339	.9	981	22.60
Hawke's Bay	145,061	1,132	.8	241	21.29
Northland	107,013	278	.3	112	40.29
East Coast	48,147	113	.2	60	53.10
Taranaki	107,071	162	.15	54	33.3
Total-North Island	2,274,393[1]	57,298		25,464	
South Island					
Christchurch (urban)	295,296	2,072	.7	1,506	72.68
Dunedin(urban)	113,222	823	.7	404	49.09
Invercargill (urban)	53,762	416	.8	239	57.45
Other South Is.	398,710	745	.2	253	33.96
Total-South Island	860,990	4,056		2,402[2]	
Some Urban Areas					
Northern Auckland	137,421	1,002	.7	491	49.0
Western Auckland	108,139	3,351	3.1	1,913	57.09
Central Auckland	289,125	19,630	6.8	8,111	41.32
Southern Auckland	208,101	14,487	6.9	6,600	45.59
Combined Auckland Urban Areas	742,786	38,470		17,115	
Lower Hutt Valley	97,194	2,233	2.3	1,240	55,53
Porirua Basin	55,698	4,695[3]	8.4[3]	2,465	52.50
Wellington	138,938	3,690	2.7	2,399	65.01

Location	Total Pop.	Total P.I. Poly.	% of Total	Samoans	% of Total P.I. Poly.
Some Areas Within Central Auckland Area					
Freeman's Bay	3,489	719	20.6	165	22.94
Ponsonby	6,466	1,888	29.2	665	35.22
Grey Lynn	10,087	3,374	33.4	1,481	43.9
Kingsland	4,126	1,352	32.7	577	42.68
Remuera East	6,520	26	.4	14	53.84
Other Areas					
Tokoroa	18,635	1,874	10.0	403	21.50
Manukau City (N.Z. Maori= 22,772)	139,059	12,765	9.2	5,777	45.26
Some Areas Within Manukau City					
Mangere Central (N.Z. Maori= 2,801)	10,868	2,046	18.9	1,004	49.07
Otara (N.Z. Maori= 8,023; European* 8,878)	22,983	5,580	24.3	2,355	42.20

*This data comes from the 1976 Census Statistics as compiled by Beaumont of the Pacific Islanders' Educational Resource Centre, 1978. The data has been selected and rearranged for this study and additional computations made. (Bulletins 4 and 12)

1. There appears to have been a computational error: PIERC total was 2,268,393.
2. There appears to have been a computational error: PIERC total was 2,412.
3. There appears to have been a computational error: PIERC total was 2,465 with a percentage of 4.4. The Samoan total, 2.465 appears to have been also used for the Total P.I. Poly.

Education/Language:

No information is available at this stage of the research regarding bilingual-bicultural education and language dominance testing, and whether or not either of these is mandated by law in New Zealand.

Appendix A is a program summary of the activities of the Pacific Islanders' Educational Resource Centre. Some additional contacts in New Zealand (which time has not permitted follow-up on at this moment) with special interests in Samoan students, according to the New Zealand Council for Educational Research,* include Dr. Penny Jamieson of the Early Childhood Research Unit of the Council; Dr. Patricia Kinlock, Department of Health, Wellington; Dr. David Pitt, Sociology Department of the University of Auckland; and Dr. John Barrington of the Education Department, Victoria University in Wellington.

* The address of the New Zealand Council for Educational Research is: Education House, 178-182 Willis Street, Wellington 1, New Zealand, P. O. Box 3237; Cables: EDSEARCH; Telephone: 847-939.

D. Western States of the United States

For many years now there has been, and continues to be, a migration of South Pacific Island peoples into the United States, and especially in California where the climate is most conducive to living conditions. The largest group is from Samoa.[1]

The earliest group of Samoans arrived shortly after World War II and were members of the military who had been transferred to Mainland bases. With the transfer of responsibility for American Samoa from the Navy to the Department of the Interior the wave of Samoans to the Mainland increased, following the military.

These servicemen became a beachhead for subsequent migration ... kinsmen...These kinsmen in turn formed another link in a network chain of migration. Whole family units moved together to join a brother, an elder son, or a married daughter who may have previously come to...visit with other relatives and who had decided to stay. A family with young children might send money to Samoa to pay the passage of a sister, cousin, or aunt to come and help.[2]

Military draft and induction have played an important role in effecting migration, with the quest for better educationaland economic opportunities running a close second.[3]

The actual number of Samoans (including those both in the Islands and fifty States) is...a very small minority within a total population of more than two hundred million. Samoans are numerically such a small group that they are not listed as a separate ethnic group by the United States Census. Many Americans today are not aware that American Samoa is an island possesion of the United States and has been for more than seventy years:

* * * * * * * * *

Samoans are not color coded as Black and thus, do not meet the complex Black/non Black problems...They are not classified as Oriental and, thus, do not meet with the stereotypes of Oriental foreigners...Although they are color coded ('non-white'),as a visible minority they are more of an invisible ethnic group.[4]

In social agency, police, census and virtually all other tabulations, the identity of Samoans has been submerged within the category of "other". With no specific category of identity, the Samoan population continues to remain non-existent to the various levels of government and society-at-large.[5]

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1. Office of Samoan Affairs, Inc., 1977, p. 1.
2. Kotchek, 1977, p. 29.
3. Op. cit. Office of Samoan Affairs, Inc.
4. Kotchek, 1977, pp. 30-32. The problem of enumeration of Samoans does not extend to to Western Samoans as they must have a passport to enter the U. S.(if coming directly from Western Samoa); however, a majority of the Samoans inthe U. S. are from American Samoa and as such are U. S. nationals, requiring no passports.
5. Op. cit. Office of Samoan Affairs, Inc.

Primarily as a result of a concern among leaders in the Samoan communities about raising the awareness of public agencies to the existence of the Samoan population in the United States and to their unmet needs, a number of studies have been completed recently providing general demographic and socio-economic data and discussing adjustments and cultural patterns of Samoans in the United States. Some of these also include some data on educational levels; however, there are fewer studies that focus directly on special educational concerns. (Listings of some of these types of studies can be found in Appendix B.) However, the Office of Samoan Affairs does point out educational concerns.

> Two of the most prevalent external barriers to successful life in California seem to be poor language skills and lack of education. Combinations of these with other problems makes life extremely difficult. For example, poor language skills and little education make finding good paying jobs difficult. Low-paying jobs make it hard for the elderly, due to high health costs and the necessity for transportation to clinics, and so on. Poor language skills make a Samoan, especially an elderly one, hesitant to seek medical care from an all-English-speaking clinic or hospital.
>
> * * * * * * * * * * * * *
>
> But some of these external barriers may, in part, be caused by the Samoan social system. Conflict of values in the two cultures is most evident. The young Samoan children may find themselves lost between the traditional Samoan culture, which they wish to modify or leave altogether, and the American culture, which does not readily accept them. This creates problems of well being, which may lead to frustration, aimless drifting, welfare, and delinquency.*

With this general background, census, school and language data will be reviewed for the following states: California, Hawaii, Oregon, and Washington.

1. California

General Census Data:

There are an estimated 89,100 Samoans in the State of California with the highest concentrations in San Diego County, Los Angeles and Orange Counties and the San Francisco Bay Area. (See Table V Below.)

Table V

SAMOAN POPULATION IN CALIFORNIA

			SUBTOTAL	
SAN DIEGO COUNTY:	National City	5,000		
	Oceanside/Vista	5,000		
	San Diego Proper	2,000		
	North San Diego	1,500		
	East San Diego	900		
			14,400	
LOS ANGELES COUNTY:	Carson	11,000		
	Compton	9,600		
	Los Angeles	8,000		
	Wilmington	7,400		
	Torrance	2,000		
	Long Beach	1,200		
			39,200	
ORANGE COUNTY:[1]			15,000	
BAY AREA:	San Francisco	8,500		
	Santa Clara/ San Jose	5,000		
	San Mateo	4,500		
	East Bay	2,500		
			20,500	
TOTAL IN CALIFORNIA[2]				89,100

By age the distribution is as follows: *

Under 19 years	19-35 years	36-50 years	50 +
40%	30%	20%	10%

1. In Orange County currently the highest concentrations are probably in Garden Grove and Huntington Beach; personal opinion of the investigator.

2. The total estimated population for the above regions is 89,100. The above areas were selected because they were the most concentrated residential areas for the Samoans. Other areas such as Oxnard, Monterey, and Santa Rosa where there are increasing numbers of Samoans living are not included. From "Samoan Population in the State of California," by the Office of Samoan Affairs, Inc., August 1977, pp. 2-3.

School/Language Data:

The Bilingual-Bicultural Education Act of 1976, as amended, requires that annually there be a school census taken to ascertain the English language proficiency of students. The count is known as the "census of limited-English-speaking pupils" and consists of a determination of the primary language of each pupil enrolled in the school district and an assessment of the language skills of all pupils whose primary language is other than English. (See Appendix C for excerpts from this legislation pertinent to definitions and census procedures. Appendix D is a copy of the forms used for reporting the census data; Appendix E consists of copies of the home language survey, in English and Samoan, required by this legislation.)

In 1977 The Department of Education for the State of California reported a total of 233,444 of all non-English home language backgrounds who are non-English or limited English-speaking (NES/LES); of these 1,152 were Samoan, or .5%. Table VI on the following page shows the distribution by grade level.

Both the Office of Samoan Affairs, Inc.[1] and several teachers[1] who have administered the tests to determine English language ability feel that these results for Samoans do not accurately reflect the language situation for Samoan school age children. It is felt that probably many Samoan children are not identified properly as Samoan by teachers who are not sensitive to Samoans as an ethnic group, thus it is claimed that these results are probably conservative. It is also suggested that perhaps the language test situation (adult:child interview setting) might not be culturally appropriate for those Samoan children from traditional Samoan backgrounds in which there is less question:answer inter-change between parents and children than there is among middle-class Anglo families in the United States,[2] and in which children are not encouraged to give lengthy individual answers to adults.

Table VII on page 21 is an example of how the California State-wide data breaks down for one school district, San Francisco Unified School District. (Information by language, by school district must be obtained from each school district as the State's report does not at this time report such break-downs in a printed form.)

1. Personal communication.
2. Elinor Ochs (Keenan), 1977, paraphrased.

TABLE VI

LES/NES CENSUS
(K-12)
October 1977

State of California
Department of Education

Total	K	1	2	3	4	5	6	7	8	9	10	11	12
Samoan 1,152	193	198	155	143	84	63	63	49	54	40	42	37	31
All lang. 233,444	41,874	35,991	27,151	21,450	17,735	15,241	13,808	13,264	12,133	12,347	10,042	7,475	4,933

TABLE VII

LES/NES CENSUS
(K-12)
San Francisco Unified School

District
State of California
Department of Education
April 1979 *

NES
(Non-English Speaking whose home language is Samoan)

Total	K	1	2	3	4	5	6	7	8	9	10	11	12
63	18	12	3	7	3	4	0	0	5	7	3	0	1

LES
(Limited English Speaking whose home language is Samoan)

114	5	12	14	12	9	13	10	14	19	1	2	2	1

Bilingual
(Whose home language is Samoan)

94	2	2	4	10	9	13	10	13	8	6	7	7	3

English Dominant
(Whose home language is Samoan)

256	5	20	23	26	20	19	23	21	32	15	15	19	18

527

* This data covers San Francisco City and County Public Schools. It is from a computer print-out of recently collected data, as reported to the State and computerized. The school district had not had a chance to verify the data, therefore, this must be considered only unverified data from the 1978-79 school year. This data does not include children who are ethnically Samoan but for whom English is the home language.

If one accepts the population sampling of the Office of Samoan Affairs, plus some figures from an earlier local census, it would appear that the school estimates might, indeed, be conservative:

1. Given a population estimate of 8,500 for San Francisco with with an estimated 40% under the age of 19[1]; and
2. Adjusting the percentage for school age to about 25%[2]

this would project around 2,125 in the school age. Furthermore, in a 1974-75 locally done census[3], 95 % of the school age Samoan children were reported as being dominant in the Samoan language. It might be reasonable to adjust that percentage downwards at least 10% given a rise in"English proficiency" during that same period in American Samoa; given a probable increase in English proficiency by those children having completed an additional 4-5 years in public school in San Francisco; but also recognizing a rather rapid increase in the Samoan population in San Francisco and in California primarily due to migration. Thus 85% of the school age population would probably fall in the state categories of LES/NES/Bilingual, or 1,806. The totals for the same categories according to the 1978-79 unverified data from the school district shows only 271 in those 3 categories. Given problems in testing and indentification of home language and ethnicity and the admittedly statistically unsophisticated adjustments suggested above, a more realistic figure probably lies somewhere in between 271 and 1806 for San Francisco Unified School District.

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1. Op.cit. Office of Samoan Affairs, Inc.
2. This is a rough guess of a percentage. It would inappropriate to apply the American Samoan school age percentage (33%) as (according to the Office of Samoan Affairs, Inc , 1977, p. 3) "Samoans place a high value on large families since large families are an indication of wealth and power in the community. In the U.S. the emphasis is on small families and birth control is generally encouraged."

   Also the Office of Samoan Affairs, Inc. (1977, p. 5) reports 70% of the Samoans in California as being the employable age group, leaving some 30% too young or too old. However, there is some overlap between those in the employable age range and those under 19 and over 50.
3. Reported on in an ESEA Title VII proposal (1975) from San Francisco Unified School District.

Applying these same adjustments to a state-wide figure of 89,100, one might project the following:

25% x 89,100 = 22,275 possible school age population
85% x 22,275 = 18,933 possibly a high estimate for LES/NES/Bilingual Samoan school-age population in California

A more realistic figure probably lies somewhere between the State total (1977-78) of 1,152 and 18,933. The gap is wide in both sets of projections, therefore, no further projections will be attempted for California in this study. However, it should be recognized that the Samoan-speaking school age population is probably higher than the State statistics report, thus reinforcing the view that Samoans are an "invisible minority."

Education/Language:

At the present there are no ESEA Title VII (federally funded) bilingual-bicultural programs in operation for Samoan (although one was in operation in 1977-78 and was scheduled for continuation this school year in Los Angeles County). Several years ago there was one in operation in San Francisco. From these two programs some materials may have been developed.

There may also be several locally developed bilingual or ESL programs aimed specifically at Samoan students, for example, at Dolores Street Elementary School in Carson, as part of an overall multi-cultural program, there is very active involvement on the part of several teachers and aides in working with Samoan students and their families and in orienting other teachers.

At the 1978 and the 1979 CATESOL Conferences (California Teachers of English to Speakers of Other Languages) teacher orientation presentations were made jointly by Kathi Kenrick (teacher at Dolores), June Viena Pouesi, Falana'i Ala, and Ken Cook (only 1979). Below is a description of the 1979 presentation:

"Afio Mai!" Welcome to the World of your Samoan Students

There are more Samoans in California than in the islands of American Samoa! In light of this information this presentation should interest those who will soon be welcoming students from this expanding community, as well as those who are presently dealing with Samoan students.

Using several methods in their presentation June, Kathi, Falana'i and Ken will discuss such relevant questions as: What forces have spurred the Samoan migration to the U.S.? How much of the Islands' culture is evident in a Mainland Samoan community? What are the complimenting and conflicting areas between Samoan and California cultures? How do these comparisons affect the Samoan student? Additional questions which might further clarify the Samoan classroom situations of individual participants will be most welcome.

Discussion on the Samoan language and the unique considerations for Samoan students as participants in bilingual-bicultural programs will complete the presentation. Currently available classroom materials which deal with the life in Samoa as well as the Mainland Samoan experience will be displayed. Each participant will be offered written information on various Samoan topics.

The Los Angeles Unified School District has also developed multi-cultural, multi-lingual materials for five language groups including Samoan. (See Appendix G for a description of these materials.*) Churches also play a role in language and culture maintenance.

Studies on the socialization of Samoan children being carried out by the Office of Samoan Affairs, Inc. and Dr. Elinor Ochs (Keenan) of the University of Southern California in Western Samoan (with a proposal for a comparison eventually in the Los Angeles area) should provide useful guidance to teachers working with Samoan children in various settings.

2. Oregon

When this study was initiated it was anticipated that more specific data would be available on Samoans in Oregon; it had been assumed that if there were significant populations in California and Washington there would probably be some pockets of concentration in Oregon also. However, the Office of Samoan Affairs, Inc. does not report any siginificant numbers for Oregon, nor are the State school system statistics useful in this regard. For the Fall of 1978 the Oregon State Department of Education reports about 4,489 students out of 436,909 (total school age population) in the category of Pacific Islander/All Other. This is 0.95 % of the school age population. Interpretation of this figure (personal communication) indicates that a large

* Unfortunately most of these materials are currently out of stock; the school district has sought publication and distribution assistance from commercial publishers but the relatively small populations of the language group concerned in the U.S. and the complexity of the production of the multi-media nature of the materials (printed, tapes, and filmstrips) have not made it appear profitable. It is hoped that in the near future arrangements can be made for futher production and dissemination.

number of these are Hawaiian, Filipino, Arab and Iranian students. In following up some leads of school districts in which there might possibly be Samoan students, the results were instead for Fijian and Hawaiian students, further illustrating the view of Samoans being an "invisible minority." Given the current data available no further observations are possible on Samoans in Oregon.

3. Washington

General Census Data:

The Office of Samoan Affairs, Inc. reports approximately 8,000 Samoans in the State of Washington in 1977. The highest concentration is in Seattle with more than 700 (as reported by Kotchek, 1977). According to this study a majority of the Samoans are over 25 years old. The Samoan community has been established in the Seattle area for about 30 years.

School/Language Data:

The State Department of Education of Washington reports for the 1978-79 school year a total of 310 Samoan students in kindergarten through the 12th grade with the distribution by school district as follows:

Cheney S. D. (Spokane County)	1
Mead " " " "	1
Shelton " " (Mason County)	12
South Kitsap S.D. (Kitsap County)	1
Federal Way S.D. (King County)	19
Highline S.D. " "	10
Seattle S. D. " "	275
	310

Interpretation of this data (personal communication Department of Education) indicates that this is a conservative number. The languages of some students were not identified. Also while schools were asked to place their students in categories appropriate to the language levels -- from non-English-speaking to English dominant, since no tests were used, such categorizations were subject to teacher judgments.

If the adjustments used on the California data were applied to the Washington data the school-age population would be projected at 2,000. The percentage of 85% probably should not be applied to the Washington data as the numbers of Samoans in

The highest concentration of Samoan students, according to the "Language Facility Test," is on the island of Oahu with the greatest number in Honolulu, 764.

Oahu	No. Tested	%	Rank
Honolulu	764	16.1	3
Central	201	16.2	2
Leeward	330	24.8	2
Windward	292	40.2	1

Other Islands	No. Tested	%	Rank
Hawaii	8	3.6	-
Maui	1	0.2	-
Kauai	0	0.0	-
State Total[1]	1,595	17.1	2

Education/Language:

The State of Hawaii does not have a bilingual education law, but it does have an appropriation of State funds within the education budget for bilingual education. The bill number is ACT 10 SSLH 1977, as amended by Act 243 SLH 1978 with an appropriate of $351,630 for this year (1978-79?)[2]

The Department of Education has a Program Plan for Limited English Speakers which describes procedures for collecting language dominance data. Some modifications may be made in the procedures as the Department is in the process of developing a six-year comprehensive educational plan for limited English speakers, which is scheduled for implementation for Fall 1979.[3]

While the Guide to ESEA Title VII bilingual programs does not report a Title VII basic program for Samoans in Hawaii, the Cross-Cultural Resource Center in Sacramento indicates that there is one serving grades 4-6, building on one previously developed at grades K-3.[4] Also some materials are being developed for Samoans at the Pacific Area Languages Materials Development Center at the University of Hawaii. (See Appendix H.) Further information on special programs for Samoan school-age children is not available at the present to this researcher.

1. Hawaii Department of Education, "District Summary of Students Administered the Language Facility Test," May 25, 1977.
2. Personal communication, Robert Gibson, P.A,L.M.D.C., University of Hawaii, April 1979, The date in parentheses is this researcher's interpretation of the appropriation year.
3. Personal communication, Ethel Ward, Hawaii Department of Education, April 1979. Also see Appendix J, policy statements and Appendix J, message to parents (Samoan)
4. Personal communication, Margaret Gibson, Cross-Cultural Resource Center, May 1979.

Washington are not nearly as high or in such large concentrations as they are in California, therefore, there is probably a greater likelihood of more exposure to English.

A bilingual education law was recently passed, March 8, 1979, which requires a test; however, the procedures for implementing this are just being developed.

Education/Language:

The Bilingual Education Technical Assistance Center in Tacoma has Samoan as one of its language groups (See Appendix H). The director indicates that in 1977-78 the Center worked with the Samoan Youth Council in Seattle to develop a songbook and a book of Samoan legends. This year (1978-79) the Center is providing technical assistance to the teacher in the ESEA Title VII program in Seattle.*

4. Hawaii

General Census Data:

The Office of Samoan Affairs, Inc. reports approximately 26,000 Samoans in Hawaii in 1977. The issue of Samoans being an "invisible minority" is probably not as critical in Hawaii as it is on the Mainland as there is probably more sensitivity to the Pacific Islandx groups.

School/Language Data:

The Department of Education reports that for May 1977, based on the number of students to whom the Language Facility Test was administered, there were about 1,595 Samoan students in Hawaii for whom some language testing was deemed necessary. Of the numerous non-English speaking groups, Samoans ranked second (17.1%) to Ilocano speakers. (The data available to this researcher do not indicate language abilities, but it is assumed that, given an overall population of some 26,000, the 1,595 figure probably does not include English dominant Samoan students.) If the 25% adjustment figure used for California were applied to the data from Hawaii, this would project about 6,500 children in the school age range.

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* Personal communication, Pio de Cano, Center Director, April 1979.

The highest concentration of Samoan students, according to the Language Facility Test, is on the island of Oahu with the greatest number in Honolulu, 764.

Oahu	No. Tested	%	Rank
Honolulu	764	16.1	3
Central	201	16.2	2
Leeward	330	24.8	2
Windward	292	40.2	1

Other Islands	No. Tested	%	Rank
Hawaii	8	3.6	-
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State Total[1]	1,595	17.1	2

Education/Language:

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3. Personal communication, Ethel Ward, Hawaii Department of Education, April 1979.
4. Personal communication, Margaret Gibson, Cross-Cultural Resource Center, May 1979.

Conclusions

As has become obvious throughout this report, more accurate and specific data is needed in order to define more exactly the Samoan school-age population and language dominance of Samoan students on a pan-Pacific basis. While a total Samoan population can probably be projected to be between 333,559-358,215 in American Samoa, Western Samoa, New Zealand and in the Western States of the United States, the school-age/language dominance data is incomplete. It should also be remembered that in most instances these data represent rough projections.

TABLE VIII

Summary of School-Age/Language Dominance Data for Samoans, Pan-Pacific, 1979

Area	Total	Samoan Dominant		English Proficent	
American Samoa	10,000	9,000	90%	1,000	10%
Western Samoa	51,100	45,991	90%	5,110	10%
New Zealand	9,199	?		?	
Western States of the United States					
California	22,275	1,152-18,933?		?	
Oregon	?	?		?	
Washington	2,000	?		?	
Hawaii	6,500	?		?	
Total	101,074				

It is hoped that this initial study will encourage those with additional data to fill in the gaps.*

Also once the results of the 1980 Census becomes available better data based on language backgrounds may become available as the Minority Statistics Program of

*The author encourages additional data to be sent to her for a future revision: Margaret van Naerssen, Linguistics Department, University of Southern California, University Park, Los Angeles, California 90007, U. S. A.

the Census Bureau is taking measures to insure the propoer counting of all linguistic minorities. Among several measures is the

> question asking everyone to report his or her ethnic origin or descent by checking off whether it's "White, Black or Negro, Japanese, Chinese, Filipino, Korean, Vietnamese, Indian (Amer.) (print tribe), Asian Indian, Hawaiian, Guamanian, Samoan, Eskimo, Aleut or Other (specify." *

In the meantime, it is also hoped that this initial data can be used to strengthen program justifications and pinpoint potential school districts/systems/programs for a stronger coordination of efforts in developing materials and teacher training/orientation programs for Samoans across the Pacific.

One location that is already beginning coordination efforts is at the Pacific Area Languages Materials Development Center (PALMDC) at the University of Hawaii-Manoa (See Appendix H). Curriculum writers have had difficulty agreeing upon questions of orthography. A spelling agreement document has been drawn up by Dixie Samasoni, a Samoan Ph.D. candidate in Linguistics at the University of Hawaii. He developed a compromise system drawing on the work of such people as Kneubuhl, Milner, Pratt, and on the Bible. Curriculum writers at the Center were oriented to the system, and a copy of the report has been sent to John Kneubuhl in the American Samoan Department of Education. Perhaps other interested persons could contact the Center for a copy.

Another effort being made by the Center in cooperation with American Samoa and Mainland ESEA Title VII programs is to come to some agreement on Samoan math vocabulary. Also some of the Center's materials are being pilot tested on the Mainland through the Bilingual Education Technical Assistance Center in Tacoma, Washington. (See Appendix H) Proposed for the 1979-80 school year at the Center is the inclusion of curriculum writers from American Samoa working with writers in Hawaii.

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*Center for Applied Linguistics, 1979.

The Center's director, Robert Gibson, has expressed an interest in having the Center try to provide coordination for efforts in developing Samoan materials.[1] While there may be some legal and financial difficulties bridging the Pacific to include areas outside of the U. S. (Western Samoa and New Zealand), it would be highly desirable if those interested in working with the Center could contact the director to at least be placed on a mailing list for announcements of meetings and materials available as well to initiate an exchange of materialsx already produced. The Center's director should probably also not wait for personal contact, but also initiate contact with those school districts/systems/programs mentioned in this study to encourage further coordination.

The Cross-Cultural Resource Center in Sacramento reports its main efforts with regard to Samoans (in additional to providing general support services to basic programs serving a number of languages) are in the planning stages. One is a Pacific Island teacher training program for Micronesias and one Samoan for the academic year of 1979-80 with training focus on bilingual education and cultural anthropology. One other effort being planned for 1979-80 in American Samoa is a workshop stressing the cultural dimensions of education.[2]

As noted in this study in the cases of the Samoan language arts materials from American Samoa and the K.E.Y.S. Project materials from Los Angeles, California, the problem of production and dissemination seems to be critical especially given the apparent lack of interest by commercial publishers. It is recommended that the ESEA Title VII Dissemination and Assessment Center at California State University at L s Angeles (See Appendix H) consider taking the initiative of 1) contacting t e school districts/systems/programs mentioned in this study (including those abroad, those that have had or currently have programs and those with especially high concentrations; and 2) determining the availability of any materials

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1. Personal communication, Robert Gibson, March 1979.

2. Personal communication, Margaret Gibson, Cross-Cultural Resource Center, May 1979.

developed for Samoan students or teachers of Samoan students. If the materials are readily available the Center should publish the information on ordering such materials (which I believe it has done for a few such materials). If the materials are relatively difficult to obtain, encourage the school district/system to allow the Center to reproduce and /or disseminate the materials. The Center might also develop a summary of the materials thus identified by grade level, language (Samoan and/or English), content area, and target group (students or teachers). Such a summary would be useful to those at the PALMDC in Hawii as well as the Departments of Education in American and Western Samoa, New Zealand and in the interested Western States of the United States which are interested in curriculum development for Samoan students.

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State of Washington. 1979. Personal Communication. Olympia, Washington: Office of the Superintendent of Public Instruction, Office of Bilingual Education.

The World Almanac and Book of Facts 1979. New York, New York: Newspaper Enterprise Association, Inc.

Acknowledgements: I wish to thank the following persons for their assistance in locating documents, data, and further references: Richard Benton, Margaret A. Gibson, Robert E. Gibson, , Robert Gilbert, Sefulu I. Ioane, Janet Iwataki, Penny Jamieson, Sherrie Keller, Kathi Kendrick, Wei-lin Lee, Alonso Lopez, John Lum, Pat McCabe, Betty Tuck Oakey, Elinor Ochs, Betty Poggi, Leticia Sanchez, Lydia Stack, Ethel Ward, Julie Wegner, Doris Weisenhaus.

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State of California. 1976. "Chacon-Moscone Bilingual Bicultural Act"(Chapter 978/76 September 14, 1976). Sacramento, California: State of California, California State Legislature.

1978. "Home language survey (English and Samoan). Sacramento, California: State of California, Department of Education.

1977."LES/NES Census (K-12) October 1977." Sacramento, California: State of California, Department of Education.

1978. "School Report Student Data, Fall 1978"(Form LAB R-30 S(Rev.8-78). Sacramento, California: State of California: Department of Education, Local Assistance Bureau.

State of Hawaii. 1977. "District summary of students administered the Language Facility Test"(May 25, 1977). Honolulu, Hawaii: State of Hawaii, Department of Education.

State of Oregon. 1978. "Oregon public school pupils by racial-ethnic Identification, Fall 1978." Salem, Oregon: State of Oregon, Department of Education, Management Services Division, School Finance and Data Information Services.

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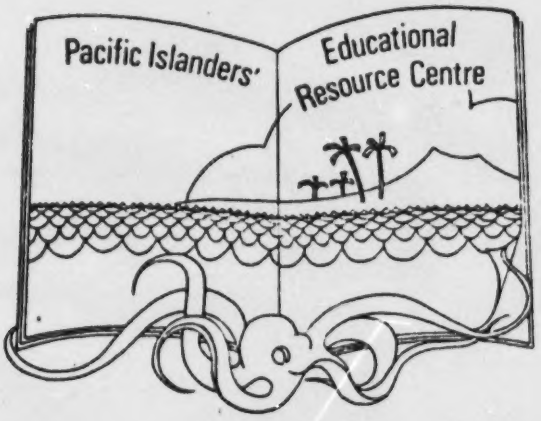
APPENDIX A

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
PIERC
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Prospectus for 1979



Pacific Islanders' Educational Resource Centre

The PIERC is a new development within the Department of Education which the government has established at Herne Bay, Auckland, to assist Pacific Island migrants (and other immigrants whose native language is not English) to understand English as the language of communication. Problems associated with acculturation and adaptation to the New Zealand way of life are also included within the scope of our work.

The Centre offers opportunities in a wide range of language, cultural and social activities for *all* New Zealanders; especially social workers, teachers, doctors, lawyers, business people, students and housewives, to learn about the Pacific Islands way of life.

MANAGEMENT ADVISORY COMMITTEE

CHAIRMAN: Mr Phil Patchett
(Maori Affairs Department)
SECRETARY: Mr V Penfold BA, Dip Tchg
(Department of Education)
MEMBERS: Mr R Hoggard
(Auckland Education Board)
Mr K Tu'inukuafe MA, Dip Tchg
(Tonga)
Rev P Talagi (Niue)
Mr S Niumata (Samoa)
Mr R Daniela (Cook Islands)
Mr J Teata (Tokelau)

PIERC STAFF

DIRECTOR: Afioga Le Mamea Taulapapa-Sefulu I Ioane MA (Hons), Dip Tchg

SENIOR TUTORS: Dr Clive Beaumont MA (Hons), Ph D, Dip Tchg
Miss Marilyn Lewis MA, L. es L, Dip Tchg

SECRETARY: Mrs Theresa Annandale PCT, FIPS, T Cert (NZ)

CLERICAL ASSISTANT: Miss Annemema Ikitoelagi

TECHNICAL SPECIALIST: Mr Colin Maclaren BA, MFA

ORIENTATION TUTORS: Mr Alfred Hunkin T Cert (NZ)
(Samoan Culture & Language)
Mr Ioane Iosua
(Tokelauan Culture & Language)
Mr Aiao Kaulima
(Niuean Culture & Language)
Mr Edgar Tu'inukuafe BA
(Tongan Culture & Language)
Mr Tupae Pepe T Cert (NZ)
(Cook Is Culture & Language)

CUSTODIAN: Mr Seleni Feo

EDUCATIONAL PROGRAMMES IN INDUSTRY

Communication English (ESL & Formal English) is taught to immigrant workers in industry during the day by the Centre's Orientaion Tutors. Curricula vary to include relevant social skills such as understanding and completing official forms, the procedure for the purchase of a house, and the use of civic amenities.

COURSES OFFERED AT THE CENTRE

The Centre offers the following courses according to the timetable.

1 SHORT COURSE IN ISLAND LANGUAGES
Intensive course. Programme covers pronunciation, spelling, common greetings and colloquial expressions. (5 days)

2 BASIC COURSE IN ISLAND LANGUAGES
Introductory course covering pronunciation, spelling, common greetings and colloquial expressions. No previous knowledge of language needed. 1½ hours per week for 10 weeks, evenings. Offered First, Second and Third terms.

3 PRELIMINARY COURSE IN ISLAND LANGUAGES
Comprehensive introductory course covering all aspects of language structure and usage. No previous knowledge of language needed. 1½ hours per week for 30 weeks, evenings.

4 ADVANCED COURSE IN ISLAND LANGUAGES
Second year course for those who have completed a preliminary course in island languages. Covers idiomatic usage to level of everyday fluency.

5 SCHOOL CERTIFICATE ENGLISH
Preparation for the School Certificate examination. Available for adults.

6 FORMAL ENGLISH
Basic English as a preparation for entry into School Certificate classes.

7 ESL
Classes in English as a Second Language for those whose first language is not English.

8 LITERACY CLASSES
Reading and writing skills for those with a limited command of the written language, in English or Pacific Island languages.

9 HOME TUTORING IN ENGLISH
Adults can learn to speak English at home at times by arrangement.

10 VOLUNTARY HOME TUTOR TRAINING IN ESL

10 week course of one 2 hour session per week, in techniques of teaching English as a Second Language This course is offered free of charge to people volunteering to teach in homes.

11 SCHOOL CERTIFICATE UNIVERSITY ENTRANCE COACHING

School pupils enrolled for School Certificate and University Entrance, may receive coaching in the evenings at the Centre in subjects where tutors are available. 5p.m.-7p.m. Second and third terms.

12 CROSS CULTURAL STUDIES

An exercise in the cultivation of appropriate responses to the diversity of cultural practices within the Pacific Island communities in New Zealand.

13 BILINGUAL PRESCHOOL EDUCATION (Pilot Programme)

INSERVICE TRAINING

The PIERC provides information about the language and culture of Pacific Islanders in programmes designed for teachers, school principals, college students, officers of government departments, nurses, professional groups of men and women, and members of the public. Programmes occupy one whole day, or several days, and may include talks from staff, guest speakers, and open forum discussions. Involvement in Community activities may be considered.

14 MIGRANT EDUCATION

Emphasis is on the adaptational needs of immigrants, and how these are met through a variety of governmental and social agencies throughout the country. The PIERC's own contribution in this field, will be fully discussed. (1-4 days)

continued overleaf...

15 TEACHING ESL
Techniques in teaching English as a second language to immigrant adults. Available to secondary teachers. (1-2 days)

16 CROSS CULTURAL STUDIES
An exercise in the cultivation of appropriate responses to the diversity of cultural practices within the Pacific Island communities in New Zealand. (1-4 days)

17 TRADITIONAL SONGS & DANCES OF POLYNESIA
Suitable for Pre-school and Primary teachers. (3 days)

18 PUBLIC SERVICE COURSE
Suitable for Social Workers, Nurses, Teachers, Police and similar personnel. Specific subject matter may be arranged beforehand. (1 or more days)

19 COMMUNITY LEADERS COURSE
To discuss with Pacific Island Community Leaders ways of helping their people, and make known the Centre's services. (1 or 2 days)

20 SUPERVISORS & PERSONNEL OFFICERS COURSE
Islanders in industry (1 or 2 days)

21 EXTENSION COURSES
Language & Culture of Pacific Islands. Courses for students of Teachers Colleges, at times compatible with College Programmes.

RESOURCES

Educational Books, Magazines, pamphlets etc on Pacific Island subjects.

Slides and filmstrips about the Pacific Islands.

Cassettes of Pacific Island legends; traditional and popular songs and dances.

Wall photographs of Pacific Island people, villages and other educational topics.

Visiting speakers on cultural, economic and sociological questions related to the Pacific Islands.

Translations from English to Tongan, Samoan, Tokelauan, Cook Islands, Niuean or vice versa.

Video-tapes on social interaction.

Library of books from various publishers. Lending facilities for Pacific and other subjects.

RESEARCH

Educational needs of Pacific Island migrants.(According to personal communication, April 1979, this includes research and the development of the appropriate methodology in teaching bilingual children whose second language is English,,

Additional services: teacher training in cross-cultural studies,publication of educational materials, and advisory service.)

Pacific Islanders' Educational Resource Centre, 272 Jervois Road, Herne Bay, Auckland 2, New Zealand. P O Box 46056. Telephones 760-132 762-000.

ENROLMENTS

Enrolments close	9 February
Classes for first term begin	12 February

FEES

Full year courses	$12
Single term courses	$8
Full time courses	By arrangement

OFFICE HOURS
8.30a.m.-4.30p.m. Monday-Friday

APPENDIX B Some Studies on Samoans in the United States*

A number of studies have been completed over the past four years providing general demographic and socio-economic data and discussing adjustments and cultural patterns of Samoan immigrants in the United States with the primary goal of most of these studies of bringing the attention of various government agencies to the existence of Samoans as a minority group. In some of these studes Samoan data are a part of larger studies of Pacific Asian populations in the U. S.

Ablon, Joan. 1970. "The Samoan funeral in urban America." Ethnology 10: 209-227.

1971. "Retention of cultural values and differential urban adaptation: Samoans and American Indians in a West Coast City." Social Forces 50: 385-393.

1971 "The social organization of an urban Samoan community." Southwestern Journal of Anthropology 27: 75-96.

Bell, Duran and Gail Zellman. 1976. "Issues in services to ethnic elderly. Paper presented at the Annual Meeting of the Western Gerontology Association, San Diego, California, March 29, 1976. (ERIC Document: ED133385).

Chen, Pei ngor. n.d. "Samoans in California." Social Work 18: 41-48.

Civil Rights Commission. 1975. "Asian Americans and Pacific peoples: a case of mistaken identity." (A report prepared by the California Advisory Committee to the U. S. Commission on Civil Rights.

1976.

Jayatillelee, Raja./"The education of Asian Americans: a bibliography." Urban Disadvantaged Series, No. 43. (Supporting Agency: National Institute of Education, DHEW). New York, New York: Teachers College, Insitute for Urban and Minority Education, 1976. (ERIC Document: ED110594).

Kotchek, Lydia. 1977. "Ethnic visibility and adaptive strategies: Samoans in the Seattle area." Journal of Ethnic Studies, Winter 1977.

1976.

Munoz, Faye Untalen./"Pacific Islanders in the U. S.: a struggle against anonymity." Civil Rights Digest, Fall 1976.

1978.

Shu, Ramsay H.L./"Coming of age: the Samoan community in America." Bridge: an Asian American Perspective, Spring 1978.

and Adele Salamasina Satele., "The Samoan community in Southern California: conditions and needs." Chicago, Illinois: Asian American Mental Health Research Center. (ERIC Document: ED154068).

Tuck, Betty. 1977?. "American Samoan Families in Transition," First year report. San Francisco, California: Far West Regional Educational Laboratory.

1975.

University of California, Los Angeles./"Contacts and conflicts: the Asian immigration experience." Los Angeles, California: University of California, Los Angeles, Asian American Studies Center.

Some of the above studies include some data on educational elves and general educational problems. However, the following additional studies focus more specifically on educational/language issues and programs:

Douthit, Dorothy B. and Julina Lung. 1975. "Samoan demonstration program" (adult education). (Supporting Agency: Office of Education, DHEW). Honolulu, Hawaii: Honoluly Community College, Kalihi-Palama Education Center . (ERIC Document: ED112108).

Mateo, Maria Luisa, et.al. "Multi-variate analysis of bilingual vocational education." (Supporting Agency: Office of Education, DHEW). Wilmington, California: Harbor College . (ERIC Document: ED148426).

*Many, but not all of these references are familiar to this researcher.

APPENDIX C

BILINGUAL-BICULTURAL EDUCATION PROGRAMS

Excerpts from

Article 3. Bilingual-Bicultural Education Act of 1976

Chacon-Moscone Bilingual-Bicultural Act
Chapter 978/76 [September 14, 1976]

EC §52160 (§5767)

This article shall be known and may be referred to as the Chacon-Moscone Bilingual-Bicultural Education Act of 1976.

Purpose of Act

EC §52161 (§5767.05)

The Legislature finds that there are more than 225,000 school-age children whose primary language is other than English and who do not have the English language skills necessary to benefit from instruction only in English at a level substantially equivalent to pupils whose primary language is English. Their lack of English language communication skills presents an obstacle to such pupils' right to an equal educational opportunity which can be removed by instruction and training in the pupils' primary languages while such pupils are learning English. The Legislature recognizes that the school dropout rate is excessive among limited-English-speaking pupils. This represents a tremendous loss in human resources and in potential personal income and tax revenues. Furthermore, high rates of joblessness among these dropouts contribute to the unemployment burden of the state.

The Legislature recognizes that a critical need exists for teaching and administrative personnel qualified in the bilingual and crosscultural skills necessary to the instruction of the limited-English-speaking population in the state's school districts. Therefore, the Legislature directs school districts to provide for in-service programs to qualify existing and future personnel in the bilingual and crosscultural skills necessary to serve the limited-English-speaking pupils of this state. Furthermore, the Legislature intends that the public institutions of higher education establish programs to qualify teachers and administrators in the bilingual and crosscultural skills necessary to serve these pupils.

It is the purpose of this article to require California school districts to offer bilingual learning opportunities to each limited-English-speaking pupil enrolled in the public schools, and to provide adequate supplemental financial support to achieve such purpose. Insofar as the individual pupil is concerned, participation in bilingual programs is voluntary on the part of the parent or guardian.

Definitions

EC §52163.
(§5767.2)

(d) "Limited-English-speaking pupils" are pupils who do not have the clearly developed English language skills of comprehension, speaking, reading and writing necessary to receive instruction only in English at a level substantially equivalent to pupils whose primary language is English. The determination of which pupils are limited-English-speaking shall be made in accordance with the procedures specified in Section 52164. The term "limited-English-speaking pupils" includes "non-English-speaking pupils" as described in subdivision (e).

(e) "Non-English-speaking pupils" are pupils who communicate in their primary language only or who communicate in English at a level which does not enable them to participate meaningfully in an educational setting where only English is used.

(g) "Primary language" is a language other than English which is the language the pupil first learned or the language which is spoken in the pupil's home.

Census

EC §52164
(§5767.3)
Repealed and added AB 3470/78 Chapter 848/78

Each school district shall ascertain not later than the first day of March of each year, under regulations prescribed by the State Board of Education, the total number of limited-English-speaking pupils within the district, and shall classify them according to their primary language, age, and grade level. This count shall be known as the "census of limited-English-speaking pupils" and shall consist of a determination of the primary language of each pupil enrolled in the school district and an assessment of the language skills of all pupils whose primary language is other than English.

The census shall be taken by individual, actual count, and not by estimates or samplings. All limited-English-speaking pupils, including migrant and special education pupils, shall be counted. Special language assessment instruments, designated by the superintendent and in compliance with the requirements of subdivision (i) of Section 56301, may be used for special education pupils. The result of this census shall be reported to the Department of Education not later than the 30th day of April of each year. The previous census shall be updated to include new enrollees and to eliminate pupils who are no longer limited-English-speaking pupils and pupils who no longer attend school in the district, and shall be reported pursuant to Section 52164.1. Census data gathered in one school year shall be used to plan the number of bilingual classrooms to be established in the following school year.

52164.1. The superintendent, with the approval of the State Board of Education, shall prescribe census-taking methods, applicable to all school districts in the state, which shall include, but need not be limited to, the following:

(a) A determination of the primary language of each pupil enrolled in the school district. The primary language of new pupils shall be determined as they enroll. Once determined, the primary language need not be redetermined unless the parent or guardian claims there is an error. The primary language of each pupil enrolled in each district shall be determined not later than September 15, 1978, and kept current thereafter, as new pupils enroll. Home language determinations resulting from the 1977 home language survey need not be redone.

(b) An assessment of the language skills of all pupils whose primary language is other than English.

(1) The English language proficiency of each previously untested new enrollee, whose primary language is other than English, shall be assessed. This assessment may be conducted pursuant to paragraph (2) of this subdivision, or as set forth in this subdivision. If the district decides not to follow the procedures in paragraph (2), each previously untested new enrollee, whose primary language is other than English, shall be evaluated using the instrument designated by the Department of Education. This assessment shall be completed within 30 days after the date of the pupil's enrollment unless the temporary identification prescribed in Section 52164.4 is used. In cases where there is reasonable doubt by school authorities as to whether the pupil is limited English speaking within the meaning of subdivision (d) of Section 52163, or request is made for further assessment pursuant to Section 52164.3, an English language proficiency assessment shall be undertaken to evaluate the pupil's English language skills. The instruments used shall be consistent with state standards as adopted by the State Board of Education. This second level of assessment shall be completed within 60 days after the date of the pupil's enrollment. The assessment of all pupils whose primary language is other than English shall be completed no later than March 1 of each year. Tests, materials, and procedures to determine proficiency in English shall be selected and administered so as not to be racially, culturally, or sexually discriminatory.

The Department of Education shall designate the instruments to be used by school districts, and such instruments shall be available by July 1 of the year preceding the date the census report is due, commencing July 1, 1979, and each year thereafter.

The assessments shall be conducted by persons who speak and understand the primary language of the limited-English-speaking pupils, who are adequately trained and prepared to evaluate cultural and ethnic factors, and who shall follow

procedures formulated by the superintendent to determine which pupils are limited-English-speaking pupils, as defined in subdivision (d) of Section 52163. The superintendent may waive the requirement that the assessment be conducted by persons who can speak and understand the pupil's primary language where the primary language is spoken by a small number of pupils and the district certifies that it is unable to comply. This certification shall be accompanied by a statement from the district superintendent that the chairperson of the district advisory committee on bilingual education has been consulted and was unable to assist in the effort to locate appropriate individuals to administer the assessment.

(2) Any district may elect to follow federal requirements regarding the census so long as the language skills described in subdivision (d) of Section 52163 are assessed. So long as such a federally approved census procedure is followed on a districtwide basis and is consistent with Section 52164, the district shall be exempt from the state census procedures described in subdivision (a) and paragraph (1) of this subdivision.

52164.2. The Department of Education shall review the results of the census each year. Where the information provided by a school district appears to be inaccurate, the department shall audit the district's census through an onsite visit. Where the census has been incorrectly taken, or the results appear to be inaccurate, the department shall require another census to be taken and the corrected information provided.

52164.3. (a) Each school district shall reassess pupils whose primary language is other than English, whether they are designated as non-English speaking, limited English speaking, or fluent English speaking, when a parent or guardian, teacher, or school site administrator claims that there is a reasonable doubt about the accuracy of the pupil's designation.

(b) In all such cases of reassessment, the parent or guardian of the pupil shall be notified of the result. This notice shall be given orally when school personnel have reason to think that a written notice will not be understood.

52164.4. If a kindergarten or previously untested first grade pupil enrolling in a school for the first time speaks a language other than English in the home, such pupil may be enrolled as a limited-English-speaking pupil in a bilingual program pursuant to subdivision (a), (b), or (c) of Section 52163 at least until the census procedure for that year is completed.

52164.5. Pertinent information from the assessment of language skills for each pupil whose primary language is other than English shall be retained by the school district as long as the pupil is enrolled in the district. Each school district shall report annually to the Department of Education, and the department shall report to the State

Board of Education, the number of pupils whose primary language is other than English, the number of pupils who are non-English speaking, and the number of pupils who are limited English speaking. Each school district shall further report the total number of pupils whose primary language is other than English who are enrolled in classes defined in subdivision (a), (b), or (c) of Section 52163, the number of such pupils who have become bilingual and literate in English and in their primary language, and the number of such pupils who have demonstrated adequate proficiency to be placed in mainstream classes.

Assessment of Needs

EC §52170 (5767.8)

Each school which receives local, state, and federal categorical aid funds as defined in subdivision (b) of Section 52169 and Section 54004.1 shall:

(a) Prepare and submit to the Superintendent of Public Instruction an assessment of the needs of the limited-English-speaking pupils in attendance in the school. It shall also list all of the local, state, and federal categorical aid funds currently available for programs to meet the needs of limited-English-speaking pupils. The number of limited-English-speaking pupils, in the school, who are not being provided with services pursuant to subdivision (a), (b), (c), or (f) of Section 52163 with such special funds shall be stated:

Assessment

EC §52171 (5767.9) Amended by AB 769/77

At the beginning of each school year, the district shall assess each limited-English-speaking pupil. The pupil's achievement in comprehending, reading, and writing English and, to the extent assessment instruments are available, the second language of instrucion shall be assessed. Pretesting of basic skills for pupil participants shall be conducted at the beginning of each school year, and posttesting of basic skill for pupil participants shall be conducted at the end of each school year. At least annually there shall be submitted to the Department of Education an evaluation of pupil progress for every program which has been approved pursuant to this article. The evaluation report shall identify variables, including other programs, which may have affected pupil academic achievement.

It shall also include, but not be limited to, reading comprehension and speaking skills, in English and, to the extent assessment instruments are available, the primary language.

This section shall take effect on July 1, 1978.

Notification of Parents

EC §52173 (5767.11)

Prior to the enrollment of any pupils in any program authorized pursuant to subdivision (a), (b), or (c) of Section 52163, the governing board of the school district in which the pupil resides shall notify by mail or in person the parent, parents, or guardian of the pupil of the fact that their child or ward will be enrolled in a program of bilingual education. The notice shall contain a simple, nontechnical description of the purposes, method, and content of the program in which their child or ward will be enrolled and shall inform the parent, parents, or guardian that the parent, parents, or guardian have the right and are encouraged to visit such classes in which their child or ward will be enrolled and to come to the school for a conference to explain the nature and objectives of such education. Such notice shall further inform the parent, parents, or guardian that they have the right, if they so wish, not to have their child or ward enrolled in such an education program. Such notice shall further inform the parent, parents, or guardian that they have the opportunity to participate in the school or school district advisory committee, or both. The written notice shall be in English and in the primary language of the pupil.

Right to Withdraw a Child from Program

EC §52174 (5767.12)

Any parent or guardian whose child or ward has been or will be enrolled in programs authorized pursuant to subdivision (a), (b), or (c) of Section 52163 shall have the right, either at the time of the original notification of enrollment or at the close of any semester thereafter, to withdraw his or her child or ward from the program provided by written notice to the school authorities of the school in which his or her child or ward is enrolled or to the governing board of the school district in which his or her child or ward resides.

Non Resident Limited English Speaking Pupil

EC §52175 (5767.13)

A school district governing board may allow a nonresident limited-English-speaking pupil to enroll in or attend its program authorized pursuant to subdivision (a), (b), or (c) of Section 52163 subject to Chapter 5 (commencing with Section 46600) of Part 26, provided that the tuition of the child is paid by the school district in which the pupil resides.

Local Assistance Bureau
Form LAB R-30 S1Rev. 8-78) Page 1

SCHOOL REPORT
Student Data, Fall, 1978

County District School Code

(Refer to *California Public School Directory* for code numbers.)

SCHOOL IDENTIFICATION
(may be omitted if Department of Education ID Label *affixed*)

County name	District name	School name
Name of person completing form	Title	Phone

PART 1 – LIMITED-ENGLISH-SPEAKING (LES) STUDENTS ONLY (Report non-English-speaking (NES) students in Part 2.)

Primary language	Line no.	GRADE LEVEL: K (0)	First (1)	Second (2)	Third (3)	Fourth (4)	Fifth (5)	Sixth (6)	Seventh (7)	Eighth (8)	Ninth (9)	Tenth (10)	Eleventh (11)	Twelfth (12)	Total (13)
Spanish	01														
Cantonese	02														
Mandarin	03														
Vietnamese	04														
Korean	05														
Japanese	06														
Tagalog	07														
Ilocano	08														
Samoan	09														
Portuguese	10														
Native American	11														
All other LES	12														
Total	13														

Number of LES students reclassified as fluent English speaking (FES) since last October's census 14

PART 1 — LIMITED ENGLISH SPEAKING (LES) STUDENTS

1. Report by grade level and primary language all limited-English speaking (LES) students enrolled in the school. Include only those students identified as LES, using the standard procedures and instructions established by the State Department of Education. *Refer to AB 1329 instructions regarding the language census for 1978-79 transmitted in July of this year.* Please note that this year's language census must include special education pupils. These students were excluded from last year's census. Juvenile hall program students, adult students, and preschool students shall continue to be excluded from the census.

2. Report on line 14 the number of LES students reclassified as fluent-English speaking (FES) students since last October's language census.

3. Schools under the jurisdiction of a county superintendent of schools should not report any students concurrently enrolled in a school district. These students will be reported by the school district.

4. If the school does not have any LES students or any LES students reclassified as FES, please enter "0" on lines 13 and 14, column 13.

5. Form R-30 S, Part 1, need not be completed for adult schools, regional occupational centers, preschools, children's centers, or juvenile hall schools. If a prelabeled R-30 S is received for such a school, please write "Not Applicable" on the face of the form and *return it* with all other R-30 forms.

6. County offices offering services in locations other than county operated school sites may consolidate such classes on the R-30 S labeled "Special Education (County Superintendent)" in the upper right corner.

DUE DATE: December 1, 1978

SCHOOL REPORT

Student Data, Fall, 1978

County District School Code

(Refer to *California Public School Directory* for code numbers.)

SCHOOL IDENTIFICATION
(may be omitted if Department of Education ID Label *affixed*)

County name	District name	School name

PART 2 – NON-ENGLISH-SPEAKING (NES) STUDENTS ONLY (Report limited-English-speaking (LES) students in Part 1.)

Primary language	Line no.	GRADE LEVEL K (0)	First (1)	Second (2)	Third (3)	Fourth (4)	Fifth (5)	Sixth (6)	Seventh (7)	Eighth (8)	Ninth (9)	Tenth (10)	Eleventh (11)	Twelfth (12)	Total (13)
Spanish	01														
Cantonese	02														
Mandarin	03														
Vietnamese	04														
Korean	05														
Japanese	06														
Tagalog	07														
Ilocano	08														
Samoan	09														
Portuguese	10														
Native American	11														
All other NES	12														
Total	13														

Number of NES students reclassified as limited English speaking (LES) since last October's language census.....14

PART 2 – NON-ENGLISH SPEAKING (NES) STUDENTS

1. Report by grade level and language all non-English speaking (NES) students enrolled in the school. Include only those students identified as NES, using the standard procedures and instructions established by the State Department of Education. *Refer to AB 1329 instructions regarding the language census for 1978-79 transmitted in July of this year.* Please note that this year's language census must include special education pupils. These students were excluded from last year's census. Juvenile hall program students, adult students, and preschool students shall continue to be excluded from the census.

2. Report in item 14 the number of NES students reclassified as Limited-English Speaking (LES) since last October's language census.

3. Reports for schools under the jurisdiction of a county superintendent of schools should not include any students concurrently enrolled in a school district. These students will be reported by the appropriate district school.

4. If the school does not have any NES students or NES students reclassified as LES, please enter "0" on lines 13 and 14, column 13.

5. Form R-30 S, Part 2, need not be completed for adult schools, regional occupational centers, preschools, children's centers, or juvenile hall schools. If a preaddressed Form R-30 S should be received for such a school, please write "Not Applicable" on the face of the form and return it with all other R-30 forms.

6. County superintendents offering services in locations other than county operated school sites may submit a consolidated report of such classes on the R-30 S labeled "Special Education (County Superintendent)" in the upper right corner of the form.

DUE DATE: December 1, 1978

SCHOOL REPORT
Student Data, Fall, 1978

County | District | School Code

(Refer to *California Public School Directory* for code numbers.)

SCHOOL IDENTIFICATION
(may be omitted if Department of Education ID Label *affixed*)

County name	District name	School name

PART 3 – PARTICIPANTS IN PROGRAMS FUNDED UNDER THE CONSOLIDATED APPLICATION PROCESS (DUPLICATED COUNT)

Source of funds	Language dominance	Line no.	Pre-school (0)	GRADE LEVEL K (1)	First (2)	Second (3)	Third (4)	Fourth (5)	Fifth (6)	Sixth (7)	Seventh (8)	Eighth (9)	Ninth (10)	Tenth (11)	Eleventh (12)	Twelfth (13)	Total (14)
ESEA, Title I, Part A, Public School	NES	01															
	LES	02															
	FES	03															
ESEA, Title I, Part A, Nonpublic School	NES	04															
	LES	05															
	FES	06															
Educationally Disadvantaged Youth (S.B. 90)	NES	07															
	LES	08															
	FES	09															
School Improvement Program (AB 65)	NES	10															
	LES	11															
	FES	12															
Bilingual Education Acts of 1972, 1976 (AB 2284, AB 1329)	NES	13															
	LES	14															
	FES	15															
Miller-Unruh Basic Reading Act	NES	16															
	LES	17															
	FES	18															
Total		19															

PART 4 – PARTICIPANTS IN PROGRAMS FUNDED UNDER THE CONSOLIDATED APPLICATION PROCESS (UNDUPLICATED COUNT)

	Line no.	Pre school (0)	GRADE LEVEL K (1)	First (2)	Second (3)	Third (4)	Fourth (5)	Fifth (6)	Sixth (7)	Seventh (8)	Eighth (9)	Ninth (10)	Tenth (11)	Eleventh (12)	Twelfth (13)	Total (14)
Limited English speaking (LES)	01															
Non-English speaking (NES)	02															
Fluent English speaking (FES)	03															

GENERAL INSTRUCTIONS

Parts 3, 4, 5, and 6 are to be completed only for schools for which funds are received through the consolidated application process, which includes the following sources of funds:

ESEA Title I, Part A, Public School
ESEA Title I, Part A, Nonpublic School
Educationally Disadvantaged Youth (SB 90)
School Improvement Program (AB 65)
Miller-Unruh Basic Reading Act
Bilingual Education Act 1972 (AB 2284)
Bilingual Education Act 1976 (AB 1329)

The identification of limited-English speaking (LES) and non-English speaking (NES) students is the same as for parts 1 and 2 of this report. Fluent English speaking (FES) students include all students not identified as LES or NES. Identification of the primary language is based upon the use of the *San Diego Observation Assessment Instrument* (SDOAI) or other approved instruments for assessing language dominance of students with a home/primary language other than English. Although preschool students were not included in parts 1 and 2, any preschool student attending a school required to file this report should be included in parts 3 and 4. All counts should be made as of the end of the second school month.

NOTE: If the school does not receive funding from any of the listed sources, please write "none" across the face of the page.

PART 3 — PARTICIPANTS IN PROGRAMS FUNDED UNDER THE CONSOLIDATED APPLICATION PROCESS (DUPLICATED COUNT)

1. Enter the number of students served by each funding source. This count is to be based on participation at the end of the second school month. Students should be counted in each funding source in which they participated. This is a *duplicated* count.

2. If a school does not receive funding from the listed sources, please enter "0" on line 19, column 14.

PART 4 — PARTICIPANTS IN PROGRAMS FUNDED UNDER THE CONSOLIDATED APPLICATION PROCESS (UNDUPLICATED COUNT)

Count each student only once. Enter, by grade, the number of students who are participating in programs funded by any of the seven sources listed above. This count is to be based on participation at the end of the second school month. When computing the figures for this item, do not count any student more than one time. This is an unduplicated count. Count each student only *once.*

DUE DATE: December 1, 1978

SCHOOL REPORT
Student Data, Fall, 1978

County District School Code

(Refer to *California Public School Directory* for code numbers.)

SCHOOL IDENTIFICATION
(may be omitted if Department of Education ID Label *affixed*)

County name	District name	School name

PART 5 – STAFFING FOR PROGRAMS FUNDED UNDER THE CONSOLIDATED APPLICATION PROCESS

Source of funds	Line no.	Number of teachers who hold bilingual teaching credentials (0)	Language status of staff							
			Classroom teachers		Other credentialed		Paraprofessional		Other classified	
			Bilingual[1] (1)	Other (2)	Bilingual[1] (3)	Other (4)	Bilingual[1] (5)	Other (6)	Bilingual[1] (7)	Other (8)
ESEA, Title I, Part A, Public School	01									
Educationally Disadvantaged Youth	02									
School Improvement Program (AB 65)	03									
Bilingual Education Acts, 1972 and 1976 (AB 2284 and AB 1329)	04									
Miller-Unruh Basic Reading Act	05									
Total	06									

[1] Speaks English and the primary language of the student

PART 6 – PRIMARY LANGUAGE OF STUDENTS IN CONSOLIDATED FUNDED PROGRAMS

Number of students who speak this primary language

Line no.	Language	Total (0)	Language	Total (1)	Language	Total (2)	Language	Total (3)	Language	Total (4)
01	English		Mandarin		Japanese		Samoan		All other	
02	Spanish		Vietnamese		Tagalog		Portuguese		Total, all languages	
03	Cantonese		Korean		Ilocano		Native American			

GENERAL INSTRUCTIONS

This page is to be completed only for schools receiving funds through the consolidated application process, which includes the following sources of funds:

ESEA Title I, Part A, Public School
ESEA Title I, Part A, Nonpublic School
Educationally Disadvantaged Youth (SB 90)
School Improvement Program (AB 65)
Miller-Unruh Basic Reading Act
Bilingual Education Act of 1972 (AB 2284)
Bilingual Education Act of 1976 (AB 1329)

The identification of limited English speaking (LES) and non-English speaking (NES) students is the same as for parts 1 and 2 of this report. Fluent English speaking (FES) students are all students not identified as LES or NES. Identification of the primary language is based upon the use of the *San Diego Observation Assessment Instrument* (SDOAI), or other approved instruments for assessing language dominance of students with a home/primary language other than English. Although preschool students were not included in parts 1 and 2, any preschool student in a school required to file this report should be included in parts 3 and 4. All counts should be made as of the end of the second school month.

PART 5 — STAFFING FOR PROGRAMS FUNDED UNDER THE CONSOLIDATED APPLICATION PROCESS

In the appropriate columns enter the number of full-time equivalent (FTE) positions whose source of support is one of the listed funding sources. Report positions to two decimal places (e.g., report half-time personnel as 0.50).

For each funding source, report the number of teachers who possess a Bilingual Teaching Certificate, a Bilingual Emergency Credential, or a Bilingual Certificate of Competence. Also report the language status of the school's staff. For each of the four employee classifications, report under "Bilingual" those employees who speak the primary language (other than English) of the students. Report under "Other" all others in that same employee classification, including those who are bilingual in languages other than the primary language of the students.

Report as "paraprofessionals" all teaching assistants, teachers' aides, pupil services aides, and library aides. All other noncertificated staff shall be reported as "Other classified."

PART 6 — PRIMARY LANGUAGE OF STUDENTS IN PROGRAMS FUNDED UNDER THE CONSOLIDATED APPLICATION PROCESS

Enter, by primary language, the number of student participants in programs funded by any of the seven sources listed above. The count must reflect participation *as of the end of the second school month.*

DUE DATE: December 1, 1978

F77-184 03—1033 300 8-78 9M

ENGLISH

Date

School

Teacher

HOME LANGUAGE SURVEY

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: _____ _____ _____
Last First Middle Grade Age

1. Which language did your son or daughter learn when he or she first began to talk? _____

2. What language does your son or daughter most frequently use at home? _____

3. What language do you use most frequently to speak to your son or daughter? _____

4. Name the language most often spoken by the adults at home: _____

State of California
Department of Education
OPER - LS 77 R - 6/78

Signature of parent or guardian

APPENDIX E

SAMOAN

ASO

A'OGA

IGOA OLE FAIA'OGA

SU'ESU'EGA O GAGANA OLO'O FA'AAOGAINA ILE AIGA

UA TUSIA ILE TULAFONO O MEA TAU A'OGA I KALEFONIA LENEI TIUTE O A'OGA UMA INA IA LATOU SU'ESU'EINA PO'O LE A LE GAGANA OLO'L FA'AAOGAINA E TAMAITI A'OGA UMA I TOTONU O LATOU AIGA. OLENEI TAUMAFAIGA UA MATUA TAUA TELE INA IA FA'AFAIGOFIE AI ONA MALAMALAMA MA MANINO LELEI LE A'OA'OGA OLO'O MAUA E TAMAITI A'OGA UMA.

E MANA'OMIA LOU FESOASOANI INA IA FA'ATAUNU'UINA IA FA'AMOEMOEGA TAUA MO LOU ALO. FA'AMOLEMOLE IA TALI UMA IA FESILI ONA AUINA MAI LEA E LOU ALO I LONA FAIAOGA. FA'AFETAI TELE MO LOU FESOASOANI.

IGOA OLE TAMAITITI A'OGA_____

FA'AI'U IGOA MUAMUA IGOA OGATOTONU VASEGA TAUSAGA

1. OLE Ā LE GAGANA SA A'OA'OINA AI LAU TAMA INA UA AMATA ONA TAUTALA? _____
2. OLA Ā LE GAGANA E FA'AAOGA I ASO UMA ILE FALE E LAU TAMA? _____
3. OLE Ā LE GAGANA E TE TAUTALA AI I LAU TAMA I ASO UMA ILE FALE? _____
4. IA TUSIA MAI GAGANA UMA AMATA MAI ILE GAGANA E TAUTALAGIA SO'O E TAGATA MATUTUA I TOTONU OLE AIGA.
   a. _____
   b. _____
   c. _____

_____

SAINIA E MATUA PO'O LE OLO'O TAUSIA

APPENDIX F Orientation to the Office of Samoan Affairs, Inc.

OFFICE OF SAMOAN AFFAIRS, INC.
(National Headquarters)
25-14TH STREET, ROOM 212
SAN FRANCISCO, CALIFORNIA 94103
(415) 626-0161

The Office of Samoan Affairs (OSA) is a voluntary, non-profit organization incorporated in the State of California in 1976, with headquarters in San Francisco. We are a statewide agency with area offices in San Francisco, Los Angeles and San Diego. Our Board of Directors consists of 24 elected members, eight from each of the three areas. We are funded by voluntary contributions, foundation grants, and research/consultation contracts.

The OSA was established in response to the expressed needs of economically disadvantaged Samoan communities throughout California. Their titled leaders (chiefs) and organization leaders were seeking more effective relationships with local governments, service agencies, and with each other in efforts to secure public services for their communities. These groups required information, research assistance, and other help of a technical nature but did not know how to proceed. OSA was founded to meet these needs.

At present, OSA, through its statewide communications network, performs the following functions: (1) disseminates information about federal, state, and local issues and developments which affect Samoans; (2) provides regular leadership training workshops; (3) gives technical assistance to local communities in relation to neighborhood goals, community development and social issues; and (4) facilitates and strengthens linkages and collaboration among Samoan organizations, particularly those organizations concerned about Samoan community betterment.

We also provide direct services in each of our area offices. Currently the emphasis is upon employment services, senior citizens services, youth services, Pacific Basin Peoples Arts, information and referral services, and translation services. In addition, we are a subcontract agency in relation to: (1) Region IX, DHEW, for a study on "Evaluation of the Effectiveness of HEW Program Delivery to American Samoans; (2) a study of "American Samoan Families in Transition," and (3) ASIAN, Inc. for a study of the socialization of Samoan children.

OSA enjoys a close working relationship with a variety of Federal, State, and local agencies throughout the State. We also collaborate with a variety of voluntary agencies throughout California in regard to concerns related to Asian and Pacific Islander communities. Our President, Pat H. Luce has been actively involved as a consultant with various agencies in relation to Samoan affairs. Among her recent affiliations are: Human Right Commission, State of California; Lt. Governor's Inter-Relations Commission; Regional Advisory Council on Samoan Affairs, HEW; Dept. of Labor Task Force on Employment of Samoans.

PROBLEM

It is estimated that there are some 90,000 Samoans in California. They are concentrated in San Diego County, the greater Los Angeles area, and the San Francisco Bay Area. One of the fastest growing ethnic communities in the State, Samoans are also one of the most neglected, deprived and underserved of populations. Because of economic, linguistic, and cultural discrimination against Samoans by the larger society, we Samoans face critical problems of poverty, unemployment, family breakdown, alienation and cultural disintegration.

APPENDIX G

K.E.Y.S PROJECT
KNOWLEDGE OF ENGLISH YIELDS SUCCESS

LOS ANGELES CITY SCHOOLS

The K.E.Y.S. Project serves Asian American pupils who have a limited ability to speak English, or who are non-English speaking from preschool through third grade, in developing and acquiring English language skills.

The Project also provides to all students learning experiences about the cultural heritage of the Asian Americans.

SOURCE OF FUNDS

The Project is funded through the Los Angeles Unified School District.

The state-wide dissemination is funded through ESEA, Title IV, Part C.

INFORMATION

Further information concerning the K.E.Y.S Project may be obtained by writing or calling

Central Office

Janet M. Iwasaki, Coordinator
Asian Languages Programs
Bilingual-ESL Services Branch
450 N. Grand Avenue, Room G-290
Los Angeles, Calif. 90012
Telephone: (213) 625-6743

Demonstration Center
Evelynne Matsumoto, Disseminator
K.E.Y.S. Project
Denker Avenue School, Bungalow 33
1620 West 162nd Street
Gardena, Calif. 90247
Telephone: (213) 321-4689

PURCHASE

The KEYS Project; Asian Culture and Language Kit may be purchased by requisition through the order list of Instructional Publications, LAUSD.

MATERIALS

Bilingual Glossaries with Tapes for teacher (useful classroom phrases)

- Language SOS - English: Cantonese
- Language SOS - English: Japanese
- Language SOS - English: Korean
- Language SOS - English: Pilipino
- Language SOS - English: Samoan

Bilingual Booklets with Tapes

- Children's Day with Ichiro (Japanese)
- Chinese New Year (Cantonese)
- Dragon Boat Festival (Cantonese)
- Getting Ready for Flag Day (Samoan)
- Girls' Day with Amy (Japanese)
- Isamu (Japanese)
- Korean Children's Day (Korean)
- Korean Thanksgiving (Korean)
- Little May's Family (Cantonese)
- Rice Harvest (Pilipino, Ilokano)
- A Special Christmas (Pilipino, Ilokano)
- Tolo Goes Fishing (Samoan)

Posters

- Children's Day (Japanese)
- Dragon Boat Festival (Chinese)
- Harvest Festival (Filipino)
- Korean New Year (Korean)
- Ta'alolo Day (Samoan)

Filmstrips with Tapes

- "The Magic Brush" (Cantonese)
- "The Monkey and the Turtle" (Pilipino, Ilokano)

Asian Pacific Perspectives binders

Cultural materials
Teacher resource guides and activity lessons to accompany booklets, posters, and filmstrips.

Linguistic materials
Phonology, Syntax, and Comprehension units for speakers of Asian languages.

GETTING READY FOR FLAG DAY, KEYS Project. Bilingual booklet (English/Samoan) tells how a Samoan family in the United States prepares for the Samoan Flag Day celebration. Recommended for grade levels Pre-K to 3. Stock No. 462008. $8.00/pkg. of 10.

Filmstrip and tape: Legend of the Octopus and the Rat (Samoan/English)

TOLO GOES FISHING, KEYS Project. Bilingual booklet (English/Samoan) tells how Tolo helps his family in Samoa. (Teacher's guide and activity lessons are included in Asian Pacific Perspective Binder 1.) Recommended for grade levels Pre-K to 3. Stock No. 462024. $6.70/pkg. of 10.

TO ORDER THESE KEYS PROJECT MATERIALS:

Prices include postage and shipping charges. Orders should be accompanied by payment, including six per cent sales tax for orders originating in California. Please make checks payable to Los Angeles Unified School District.

Please send orders to:

DISTRICT PUBLICATIONS UNIT
G-230
LOS ANGELES UNIFIED SCHOOL DISTRICT
450 N. Grand Ave.
Los Angeles, CA 90012

(Some of these materials are temporarily out of stock)

APPENDIX H.

ESEA TITLE VII (Bilingual Education Act)
Bilingual Bicultural Programs Serving Samoans
1978-79*

Definitions

Basic Program: Implementation of classroom programs, K-12.

Dissemination/Assessment Centers: Have been established to assess the appropriateness of bilingual materials developed and to assure broad dissemination of these materials.

Fellowships: For the training of teacher trainers.

Materials Development Centers: Have been established to develop instructional and testing materials as well as training materials for bilingual education programs in local educational agencies and institutions of higher education.

Service Area: Each of the three types of centers have different service-area delineations. These regions are not generally the same as the regions for the Department of Health, Education and Welfare.

State Education Agencies:
Technical Assistance:
Contracts: These awards are made according to a formula based upon Title VII funding of classroom demonstration projects within each state during the previous year. If a state did not receive such funding, it was not eligible.

Training Programs: For the training of teachers, aides, and other related personnel (administrators, counselors, etc.).

*Excerpted from Guide to Title VII ESEA Bilingual Bicultural Programs, and Addendum, 1978-79. Austin, Texas: Dissemination and Assessment Center for Bilingual Education. A listing for Samoans does not necessarily mean that the program or center is currently actively serving this population; efforts may only be at the planning stage.

BASIC PROGRAMS

State, Region, Project City, LEA (Local Educational Agency), Address	Previous Yrs. in Force	No. of yrs. Negotiated	Estimated Pupil Participation	Grades Being Served	Languages Served	Grant Amount
California Los Angeles Los Angeles Unified School District 450 North Grand Avenue Los Angeles, California 90012	3	5	8,708	K-9	Chinese Korean Spanish Samoan [1] Tagalog	$2,035,766
Washington Seattle Seattle School District #1 Curriculum Services 814-4 Avenue North Seattle, Washington 98109	2	5	793	K-12	Chinese Filipino Japanese Korean Samoan Spanish	$ 262,928
American Samoa Pago Pago Department of Education Pago Pago American Samoa 96799	2	5	1,149	K-12 [2]	Samoan	$ 202,615

N.B. The Guide does not report a basic program for Samoans in Hawaii; however, the Cross-Cultural Resource Center in Sacramento indicates that there is one serving grades 4-6, building on one previsously developed at grades K-3.

[1] The Samoan component is currently not in operation in Los Angeles City and County Schools

[2] This grade range does not coincide with information gathered by this writer from the Department of Education in American Samoa which indicates that the program is only operating at the 7th and 8th grades. An earlier proposal which included the lower grades was not finally negotiated. This is verified by a 1977 study by Development Associates.

TRAINING PROGRAMS

Hawaii University of Hawaii College of Education 2440 Dole Street Honolulu, Hawaii 96822	0	1	40 trainees	M.A. credential	Ilocano Samoan Korean	$ 106,600

DISSEMINATION/ASSESSMENT CENTERS

3	Dissemination and Assessment Center	California State University at Los Angeles 5151 State University Drive Los Angeles, California 90032	Spanish Pacific Asian Languages

State/Regions Serving Samoans (and other language groups)	Amount Awarded
STATE EDUCATIONAL AGENCIES TECHNICAL ASSISTANCE CONTRACTS	
California	$1,206,273
Hawaii	$ 25,110
Washington	$ 5,750
American Samoa	Did not apply

FELLOWSHIPS

None serving Samoans

Appendix I

Policy Statements Excerpted from 1978-1979
Program Plan for Limited English Speakers,
State of Hawaii

Pages iii, iv, v

INTRODUCTION

Unique among the fifty States in its ethnic and linguistic diversity, Hawaii is faced with a great many obstacles in providing appropriate instructional services to students from over forty language backgrounds. In the initial screening for school year 1977-78, approximately 10,000 out of 172,868 public school students were identified to be monolingual speakers of languages other than English, predominant speakers of languages other than English, or students from other language backgrounds who may be underachievers because of language related problems. The enormity and complexity of this educational issue calls for a comprehensive planning effort.

* * * * *

Hawaii's specific policies for services to students from other language backgrounds are based on the following general statements from the Master Plan for Public Education in Hawaii, 1969:

1. Each child regardless of the circumstances of his birth, background and the size and geographic location of his school, should have the best chance the school system is capable of providing to develop his intellectual, moral, aesthetic and technical capabilities.

2. While the (basic instructional) program should apply generally to all schools, there is also a requirement in many communities to emphasize certain programs because of language or other cultural conditions in that community.

3. This State is committed to the concept and practice that instruction will be individualized, that problems will be diagnosed and treated on an individual basis and that students themselves will be dealt with as individuals on the basis of special individual needs.

A 1970 Policy adopted by the State Board of Education further states that: the Department of Education shall provide an academic program to equip each student with the knowledge, skills, attitudes and values he/she needs to give responsible direction to his/her own life. Each elementary and secondary school shall offer a flexible, comprehensive program of academic education to meet the needs, interest, and abilities of all students.

Applying these general statements to a specific student group --- those from language backgrounds other than English, State Superintendent Charles C. Clark has directed all District Superintendents to take all necessary action to meet the needs of all limited English speakers. The State Legislature has appropriated additional funds in excess of $350,000 for bilingual services for 1978-79. For the next biennium budget, the Department has requested $625,000.

Furthermore, with this present addendum, the Hawaii State Department of Education states that all students from a language background other than English will be individually assessed and provided services best suited to their needs. Moreover, all of these students found to be limited English speakers will receive English language instruction from a second language acquisition approach and will have their own language utilized to some degree in an educationally supportive manner. All students found to be either bilingual, predominantly English or monolingual English speakers and/or underachieving because of other language backgrounds shall be provided an appropriate instructional program.

The comprehensive six-year plan to be developed by Hawaii during school year 1978-79 will be based on this policy goal: Each student from a language background other than English and having special language related needs will be receiving the most appropriate instructional services by September 1980.

Appendix J

Message to Parents (English/Samoan) from Superintendent of Schools, State of Hawaii

(Excerpted from Appendix C of the 1978-1979 Program Plan for Limited English Speakers, Department of Education, State of Hawaii)

Dear Parents,

A goal of the Department of Education is to provide educational services for non-native speakers of English. To enable us to do so, we need to identify students whose first language is other than English.

We ask your cooperation in completing the enclosed survey form. The information you provide will be kept confidential. If you have difficulty understanding the instructions, we will be happy to assist you in completing the form. Please return the survey form with your child tomorrow. Thank you.

Mo Matua,

'O le sini 'o le 'Ofisa o A'oga e fesoasoani i meataua'oga i tagata e le malamalama tele i le Gagana fa'a Peretania. Ina ia mafai ona matou faia lenei mea, e tatou ona matou iloa tino tamaiti aoga e le'o sa latou gagana muamua o le Fa'a Peretania.

Matou te vala'au atu ina fa tatou galulua fa'atasi i le fa'atumuina mai o pepa o lo'o auina atu fa'atasi ma lenei tusi. O fa'amatalaga o lea outou tuina i nei pepa o lea le mafai ona iloa e nisi (confidential). Afai e fa'afaigata ona malamalama i fa'atonuga ua auina atu, matou te fiafia e fesoasoani ia te oe i le fa'atumuina o lenei pepa. Fa'amolemole, toe fa'afo'i mai le pepa-fa'ailoa ma lou alo taeao. Fa'afetai lava.